Musket

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LHS' boys' basketball superstar Lloyd Mumford twists around his Harrier opponents with Tom Brinklow ready for the rebound. Story, page 10. Photo by Kevin Burnes

Zabin, Woodworth Win SC Election

By Anne Duncan

On Monday, March 7, Polly Woodworth and Albert Zabin won the two School Committee seats up for election, beating out Esther Arlan and incumbent Lynda Wik. Woodworth received 3,366 votes; Zabin received 3,388. Arlan finished third, with 1,947, and Wik was last with 1,624.

Zabin said he wasn't "really surprised" by his win, although he "didn't expect the margin" to be as large as it was. Woodworth was also "surprised by the margin" of votes she received, although she was "hoping to win." Wik was "disappointed" at her loss. "I thought I had a lot to offer," she said.

The budget was the first priority at a School Committee meeting held Tuesday, March 8, both Woodworth and Zabin stated. However, Zabin saw the top three priorities for Lexington High School as improvement of morale, hiring a permanent principal, and "improving the quality of education." Woodworth believes hiring a new principal, resolution of the debate over the proposed Life Skills program, and examination of the "overall curriculum" are the high school's three most pressing issues.

Zabin said that fiscal pressures are "not a good reason" to eliminate high school courses. He stated that he will examine the "effectiveness" of the existing curriculum before cutting any courses. Another possible area of evaluation, said Zabin, is the "structure and management of the school system."

Woodworth was not able to comment on possible course cuts.

Faculty Changes Grade Definitions

By Todd Sinai

On Thursday, March 10, Lexington High School faculty members met voluntarily to discuss definitions of letter grades. This meeting was the result of efforts by the Administrative Team and a committee chaired by Science Department Head Paul Brown to enable teachers to grade more consistently within departments.

The faculty discussed changes to a draft proposal submitted by Brown and Acting Principal David Wilson. This proposal defined a "B" grade as "meeting the requirements of the course" and a "C" grade as being slightly below average.

As a result of the meeting, the definition of the "A" grade was modified to say "mastery" instead of "superior," and a "C" became "acceptable."

> "More than anything else, we want to please the kids so they don't feel victimized by inconsistent grading."
> — Math Department Head Ronald Schutt

A poll was distributed to faculty members this week that listed the Brown committee grade definitions and the modified definitions. Faculty members were urged to return their comments to Wilson.

The intent of the redefinition of letter grades is to provide a common standard for teachers to use when assigning grades. Thus, a student's work would not get a "B" from one teacher and a "C" from another.

According to Math Department Head Ronald Schutt, a member of Brown's committee, "It's a whole consistency thing..... My desire would be to have as much consistencyy as possible, realizing that we can never reach the ideal."

"More than anything else, we want to please the kids so they don't feel victimized by inconsistent grading," said Schutt.

Science teacher Mary Federico said that she saw "no big change" in the definition of letter grades. "What I always thought a 'B' and 'C' meant is how they were defined," said Federico.

Some faculty expressed doubts that the grade redefinitions would seriously affect the grades given by teachers. According to Student Activities Coordinator Larry Robinson, "[Grading policies] will only change if the principal decides to closely monitor them with the help of the department heads."

LHS Spirit Given a Boost

By Annika Hipple

The second week of March, an LHSer could buy anything from pins and boxer shorts to banners and yearbooks. From March 7-11, LHS students and faculty rallied together for Pride Week, during which many special events and fundraisers had been planned.

According to Student Activities Coordinator Larry Robinson, this particular week was chosen due to the "automatic excitement" generated by the Varsity basketball games,the Music and Drama Departments' performances of "Fiddler on the Roof," the annual Science Fair, Foreign Language Week, and the ongoing exhibition of the Senior Art Show at Cary Library.

Robinson explained that the major reason Pride Week was initially organized was because a lot of people complained about the way the LHS campus looked. "There's not enough pride," said Robinson. "There are a lot of really good things about the school. As it was, we had two choices: we could accept things the way they are and continue to complain, or we could make the change."

A change was deemed necessary, and a student committee chaired by seniors Jennifer Yales, Tara Ippolito, Alissa Stayn, and Trisha Perez met with a committee of six teachers and administrators to organize an official LHS Pride Week.

Students and staff were greeted on Monday, March 7 by posters of such well-known personalities as Governor Michael Dukakis, Representative Stephen Doran, and Channel Five's Natalie Jacobsen proclaiming their pride in Lexington High School by sporting one of the LHS Pride pins sold by the freshman class.

During lunch blocks, the main hall was crowded with seniors sell-

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LHS students demonstrate their pride in their high school. Students spent an afternoon cleaning the grounds during "Pride Week." Photo by Maryam Keramaty

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Head of Guidance Robert DeIulio presents the Life Skills proposal to the School Committee. Photo by Pieter Cohen

Debate Tabled on Open Campus Bill

By Dan Fortmann
with Shana N. Alexander

After presenting a sheet of comments to the LHS Senate at the March 9 session, Student Activities Coordinator and advisor to Senate officers Lary Robinson recommended that a move be made to table the Open Campus Bill until no later than the May 4th meeting.

Robinson cited reasons as being that "many Senate members have stated concerns that the enforcement of a new policy is crucial to open campus...., the faculty should have a chance to discus open campus and its enforcement..., the PTSA and the School Committee's input might be appropriate, especially in view of the status of freshmen and sophomores."

"No one's doing anything about the kids who skip classes."
— Senior Senator Trisha Perez

Robinson also noted that Acting Principal David Wilson had indicated plans to "form a committee to take less than three weeks" to discuss policy enforcement, and that there are many bills which have been "awaiting action by the Senate."

The Senate voted almost unanimously in favor of accepting Robinson's recommendation.

The tabling followed weeks of debate on the Senate floor and working section-by-section over the bill in an attempt to draft an Open Campus policy which would be implemented by the administration. Each section of the bill must be passed in order for it to become part of the bill's final draft. The draft will be voted on at the conclusion of debate.

At the tabling of the bill, the Senate had passed only Section IB, the section of the Bill which would give Open Campus to juniors and seniors of sufficient academic status.

Section IA of the bill deals with sophomores and Open Campus. As the bill was originally worded, sophomores would have received Open Campus had they a 2.0 minimum Grade Point Average, no failed courses and parental approval.

During the February 10 session, which dealt with Section 1A, the Senate defeated Section IA by a single vote margin, 22-21. Although the section had been defeated, debate continued. The section was tabled after a motion to remove it altogether was defeated.

According to junior Clare O'Leary, Secretary of the Senate, because the section has been tabled, the Open Campus bill may now be passed and exclude sophomores from the privilege entirely. If the clause is cut, the new Open Campus policy would fail to change the existing school policy, a fact which would likely disappoint many students.. English teacher Kathy Coleman urged her fellow Senators not "to rubber stamp what's already here."

Acting Principal David Wilson, however, has stated that "Until and unless a system is devised for students who abuse it, I do not feel the high school can support sophomores' having Open Campus."

Math and English teacher Benjamin Levy, a Senator, has been attempting to devise just such a system. On March 2, he met with members of the sophomore class delegation in an attempt to find "a way to structure the Open Campus bill and make it salable." Julie Lazarus, a sophomore Senator, says that she is afraid that too many people say "we want it—for juniors and seniors."

Section II of the Open Campus Bill deals with disciplinary procedures whereby a student loses his Open Campus privilege. The question of whether or not disciplinary procedures have a place in the Open Campus bill has plagued the Senate.

A uniform code to determine a student's "willingness and ability to live up to school rules" was drafted for the Senate by the housemasters. This code dealt with offenses beyond cutting classes which could be seen as punishable through a loss of one's Open Campus. The offenses included chronic tardiness, truancy, vandalism, and suspendable offenses as defined in the student handbook.

Problems with the code arose at once. A clear and consistent definition of chronic tardiness was not arrived at and concern that the Open Campus bill was becoming a Disciplinary Policy Bill was heard. Because disciplinary policy is largely determined by the individual housemaster, the Senate had difficulty mandating a school-wide policy.

Senator Trisha Perez, a senior, proposed removing all disciplinary procedures in the Open Campus bill except those directly related to possession of the privilege. Disciplinary rules for cutting classes were removed and only one rule which affected Open Campus remained.

Perez's amendment was passed unanimously on March 2 after almost the entire session of debate. Frustration with disciplinary problems was evident, though. As Perez said, "No one's doing anything about the kids who skip classes. It's about time someone did."

Attatching the blame for this problem is difficult as Special Education teacher and Senator William Meade, said, "Many teachers feel housemasters drop the ball. Many housemasters feel teachers don't do enough." The Senate, according to English teacher and assistant moderator George Mechem, may not discuss the enforcement (or lack thereof) of school policy in its debates drafting an Open Campus bill.

Life Skills in Peril

By Shana N. Alexander

For Biology teacher Al Fruscione, teaching at LHS is not limited to fetal pig dissections and microscope work: "I have class discussions here where kids want to know about AIDS; what it is, if they're going to get it - and then it goes into even deeper, tougher topics. The Life Skills doesn't go away just because the School Committee voted it down."

Fruscione was referring to the School Committee's March 8 decision not to grant the $75,000 requested by the LHS Life Skills Committee to fund the proposed health education curriculum. Due to budget difficulties, the program could seemingly only have been implemented if another program was cut.

The formation of a health education or "Education for Life" course has taken eight years, beginning with a high school course which was sanctioned but not mandated by the School Committee. After two years, the course was cut from the Program of Studies due to low enrollment.

When the reorganization of the schools began to take shape in 1985-86, now Acting Assistant Superintendent Tony Bent was made chair of a newly created Philosophy Committee. As the concept of cultivating positive self-esteem and emotional development in students was one of the many beliefs to which the Philosophy Committee adhered, Bent established a Personal Growth Committee to deal solely with the topic of student emotional growth.

After meeting for half of a year, the Personal Growth Committee recommended the inception of a K-12 health education program and gave forty-five different recommendations for topic ideas for the course. The Philosophy Committee approved of the idea and sent the proposal to the School Committee.

After a School Committee request for the recommended items to be prioritized, the creation of another Personal Growth Commitee and the institution of a Universal Life Skills Committee and a K-12 Steering Committee, it was decided that the proposed program could not be implemented in the elementary schools due to the tightness of the curriculum and daily schedules. Also, because the junior high schools have a health ed. program in place and an advisor-advisee program, the Committee decided against instituting another health program at that level.

"To think [the Life Skills Program] can be done this way, hit-or-miss, is like asking someone to teach English on a volunteer basis..."
— Head of Guidance Robert DeIulio

According to Head of Guidance Robert DeIulio, the high school was seen as the "last chance" to target students for the program, and a High School Life Skills Committee was founded, chaired by DeIulio. The Committee, which has worked on a 9-12 health education curriculum for almost two years, submitted a proposal which would mandate a two-year Life Skills Program starting in the fall of 1988.

The first year of the course would be geared toward the ninth grade. Each Life Skills class would meet four times a week for one quarter-with fifteen to eighteen students in each class. Students would earn 0.5 credits for each quarter, and the grading would be Pass/Fail based on objective and subjective measurements.

The Universal Committee remains intact, DeIulio noted, and may make the now-cut Life Skills curriculum eligible for government aid. The Universal Committee is peopled by members of the Lexington ministry, the Board of Health, the Board of Selectmen, parents, and professionals. Such a Committee is required for a program to receive funding from the Governor's Alliance on Drug and Alcohol.

Even if Life Skills were to receive government aid, both DeIulio and

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News Briefs

AchterWins Science Fair

On March 10, the Science Department hosted Lexington High School's Annual Science Fair. 33 LHS students participated in the event and each had their project judged twice during the course of the evening.

The exhibitions reanged from such topics as sophomore Juhan Somin's The Isolation and Extraction of DNA from E. Coli to junior Kristina Egan's The Effect of Hair Thickness on Home Permanents.

Thirteen judges participated in the Science Fair, including five LHS chemistry and physics teachers, Science Department Head Paul Brown, and former LHS biology teacher Laura Krich.

Senior Jeff Achter won the event with his exhibition of HAIRNet: A Heuristic Adaptive Image Retrieval Network. Achter, also the top scorer in last year's science fair, will go to the 1988 State Science Fair. The state fair is scheduled to take place on April 29 and 30 at Massachusetts Institute of Technology.

Junior Clare O'Leary will participate in the Region IV Science Fair. Photo by Pieter Cohen

In addition, thirteen other students received honors in the contest and will be invited to participate in the Region IV Science Fair, held in Somerville on March 25 and 26. They are: Jonathan Brecher, Steven Britter, Wei-Wan Fang, Miriam Friedlander, Ajeya Joshi, Carl Levison, Amy Marx, Chris Oberholtzer, Clare O'Leary, Venktesh Ramnath, Amy Rosenbaum, Usha Tedrow, and Alicia Wang.

Cut Classes-Lose Credit?

A new committee is being formed by Acting Principal David Wilson to review Lexington High School's attendance policy and the effectiveness of the current monitoring system.

According to Wilson, the committee will consider "any and all changes" to the attendance policy including whether "habitually absent" students should receive full credit for a course.

The committee will also try to determine if a correlation exists between absences and grades.

According to Student Activities Coordinator Larry Robinson, taking credits away from students with a large number of unexcused absences would potentially be an effective way to prevent people from cutting class. "It is my sincere hope that they come up with a policy that ties attendance with credit," said Robinson.

The committee will consist of 10 faculty members and 3 students. The administration members of the committee include Department Heads Ronald Schutt and Ed Good, Housemasters Jennifer Huntington and Arthur Dulong, and Acting Assistant Principal Roberta Neumann. The faculty members include science teacher David Spang, social studies teacher Sam Kafrissen, English teacher George Mechem, special needs teacher Bill Meade, and accounting teacher Bill Fahnley.

The student members have yet to be selected.

$3K Raised For Waring

The Faculty Committee to Support Dr. Waring, in conjuction with the Lexington Education Association, raised $3,500 at a dinner/dance held on March 4 at the Knights of Columbus Hall in Lexington.

The proceeds from the dance will be deposited in the Michael Waring Legal Expense Fund at the Lexington Savings Bank. The money is intended to assist former Lexzington High School Principal Waring with his legal expenses during his lawsuit against the Lexington School Committee.

Approximately 150 teachers and their spouses attended the dance. Inclement weather prevented other LHS faculty members form attending, but the committee received donations from many of those who could not get to the dance.

Waring attended the dance and thanked the faculty members for their support in a speech. He later distributed a thank-you note to supporting faculty.

Members of the committee and the faculty are planning to haold future fundraising events. Waring's preliminary hearing date is March 17.

Nomination sheets will be out soon for next year's Class Council Members, Class Officers, Senators, and Representatives to the School Committee. Pick up yours in the Student Activites Center.

Senior Dan Fortmann, who played Tevya, the dairy man, has a private conversation with God during Friday night's performance of *Fiddler on the Roof.* Photo by Pieter Cohen

"Fiddler" Plays Well

By Caitlin Smith

Strains of violin music fill the LHS auditorium as the lights come up, revealing the villagers of a small Russian shtetl (village) working at their various tasks. The scene is Anatevka, the temporary home-away-from-home of fifty-eight Lexington High students, better known as the cast of this year's musical, "Fiddler on the Roof". The show, performed on March 11 and 12, is based on the lives of a closely knit community of Russian Jews who face prejudice and expulsion from their homes at the turn of the century.

"Fiddler on the Roof" is a unique musical in that it involves many intricate religious Jewish traditions. Rabbi Bernard Eisenman from Temple Emunah, Lexington, acted as religious consultant to the show. All cast members, regardless of familiarity with the traditions, worked together to understand and follow closely the subtle guidelines of the Jewish faith.

Senior Kim Carnesale, double- cast as the character Golde, commented, "In order to do the show well, you have to understand the Jewish background of the story. It deals with a lot of intense issues from that period."

"Fiddler" is based on real life events which took place in the 1890's when anti-Semitism reached its peak in Europe and when both Poland and Russia abandoned their policies of tolerance toward Jews. Russian army officials organized pogroms (literally *like thunder*): demonstrations of organized destruction and looting by order of the Russian tsar. During this period, several thousand Jews were killed in pogroms and more than two million fled to the United States for refuge.

"This play is difficult because it has its comic side but also deals with a very serious and tragic situation," said Norwood. "We want to keep the intensity of the darker side, while making sure not to lose the warmth and funniness of the characters. They are what make the show rich; it's important that it be funny for relief," she continued.

Andy Saks, who played the character Tevye on Saturday evening, said, "This is the most personal show I've ever been in because the issues are so close to home. I can identify with the background and the humor, and I think we've done a good job integrating the traditions the way they should be."

The musical was chosen by drama director Valerie Norwood and music director Jeff Leonard primarily as a memorial to former Music Department head Joseph DiDomenico, who passed away last July after a two -year battle with cancer. "'Fiddler' was one of Joe's favorite shows," said Norwood. "We chose and dedicated the show in his memory."

"Joe loved this show, and dedicating it to him is our way of saying goodbye," added Leonard. The directors also selected the show for its familiarity to the general public. "We wanted a contrast from last year's little known musical ("Merrily We Roll Along") by doing a popular, well loved production this year," said Leonard.

A musical must always be chosen in consideration of the numbers and abilities of the students involved, and this year's decision was no exception. The number of male singers and actors in the music and drama departments has dropped drastically since last year, necessitating off-night male leads to double as chorus on their off-nights. However, both Leonard and Norwood were extremely optimistic and praising when they discussed cast members.

"I think the cast is deeply talented. I'm always amazed at the number of kids who deserve leads," said Leonard, who is directing the music for the chorus for the first time this year.

"I'm thrilled with the cast," added Norwood. "I think it was brilliantly cast and it's fun to watch people beginning to grow into their characters."

Daniel Berger, cast as Motel in the Saturday night performance, returned the compliment when he emphasized, "We all respect the directors. They're both easy to work with because they're so constructive and helpful." Daniel Fortmann, double cast as Tevye, added, "Despite the loss of rehearsal time from all the snow storms, we've done a lot of hard work and it's been very rewarding."

Cast members were not the only dedicated participants: senior Andrew Munkres, head of stage crew, stayed with crew members past 11:30 p.m. almost every night two weeks before the performance; senior Emily Brackett was choreographer for an enthousiastic troupe of "Russian" and "villager" dancers; pit orchestra players spent many long hours after school rehearsing like their acting counterparts. Accompanists sophomore Maki Inada and freshman Brian Williams were after school every day with the cast.

Mrs. Marianne Lazarus (mother of Julie Lazarus, Friday evening's Chava), not only took on the task of costume mistress to help cast members coordinate their costumes, she researched the dress of the early 1900's, color-coded each of the character's clothing, and bought, rented, and sewed many of the costumes herself.

In addition to the difficulties arising from cancelled rehearsals due to snow storms, students in the music deparment have faced

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G-Housers: The "Alternative Types"

By Anne Duncan

What does the average LHS student think of when s/he hears the word "G-housers?" "'Hippie freaks'," says Erin Belfer. "'Hippie freaks' and 'flower children'," Josh England agrees, laughing. "I don't give a s--t; I know we're looked down on," Dave Sherman states flatly.

"I just wish people were more open-minded in general. It would be nice if people could see us not as a threat."
— Senior Erin Belfer

"G-housers" can be defined as people who eat and hang out in G-house more or less exclusively. They have existed at least since 1980, when, according to Sherman, G-house was the intellectual center of Lexington High School. People there played cribbage, chess, and bridge. Then some of the people at the "center" of G-house started to attract the "more, sort of, alternative-type person," Sherman says.

The "center" is made up of older G-housers "who, no matter what time of day, seem to be [in G-house]. We all orbit around them," says freshman John Duncan. The "we" are the younger or less involved G-housers, who may eat lunch and know some people there without being completely submerged in the culture.

But what is "the culture"? When asked about the philosophy of G-house, G-housers say that there is no single outlook; that G-housers are "very varied," as senior Eugene O'Neil puts it. O'Neil also says that "'the average G-houser' is an oxymoron, like 'military intelligence.'" Certain elements seem to be present in nearly all G-housers' attitudes, however: "acceptance of strangers" is one, according to O'Neil. Being "open about ourselves" and tolerating individual differences are others, Belfer says. But "most of all," explains England, "it's the fact that none of us cares how we're perceived."

Belfer has had rocks and apples thrown at her; Sherman has been the target of snowballs. "I just wish people were more open-minded in general," she states when asked how she wishes G-housers were perceived. "It would be nice if people could see us as not a threat." Sherman agrees: "Just because we're not afraid to walk down the halls singing or skipping, people are afraid of us." But he asks, "as long as G-housers like who we are, why should we bother ourselves about what the rest of the school thinks about us?"

LHS Sophomore Keeps 'em in Stitches

By Jeff Geltman

Julie Goldman, a sophomore, stands beneath the luminescent lights at the Comedy Connection in Boston. She is onstage and is performing her Julia Child imitation.

"When you cook a chicken," she says, scrunching up her face and pursing her lips, "hygiene is very important." She picks her nose and returns to fondle the poultry. The crowd howls.

"I was ready," Goldman said, later reflecting on her performance in an interview. She nodded her head vigorously and added, "I've been ready for so long." Her ten-minute stand-up routine, performed on February 16, made Goldman the youngest person ever to appear onstage at the Comedy Connection. Wedged in the show between professional comedians, Goldman's routine consisted of three impersonations: Bruce Springsteen's grumbling about laxatives, Bob Dylan (talking, not crooning), and Julia Child's teaching the crowd 'How to Cook a Chicken.'

Goldman received three rounds of applause from the "shocked" crowd. "I was on such a high," she said. "My head and ego were like 'wooooh!'" Goldman demonstrated the size of her ego following the show by spreading her arms apart like a giant bird.

Tony V, the manager of The Comedy Connection, invited her back. (She will appear this month. Check with Drama teacher Mary Elliff for the date.)

Many of the comedians were supportive of Goldman after the show, jibing in with advice and suggesting that she turn professional. One comedian onstage after Goldman delivered a particularly lame routine. At the end of her performance the lady drew applause by saying, "I'm bombing tonight and I just gave Julie this advice. You think she is going to listen to me now?"

Goldman's true aspiration is to be an actress. As an actress, she explained, she would be able to become "anything for a month. I think that people get bored of their jobs." She added, "One time I saw a policeman on TV. Then I wanted to be an actor, so I could be a policeman for a day."

Mary Elliff, Goldman's Advanced Acting teacher, said of her student, "She is <u>really</u> funny. I think you can see the professional in her already. She is bigger than life...in impact...and [in] her presence onstage." Elliff also stressed Goldman's humility. "She is not into being all glamorous and shallow," Elliff said.

Sophomore and comedienne Julie Goldman: "...Being famous would be nice." Photo by Pieter Cohen

Possessing money and glitz do not seem like major concerns to Goldman who said, "The [lack of] money in acting does not bother me." She blurted, "But being famous would be nice. I love the attention."

Goldman said she nabbed her spot at the Comedy Connection by "luck." At a youth group convention she attended the entertainers were comedians, one of whom was Tony V. Lacking no gumption, Julie asked to be on the show. To her astonishment, he agreed.

"She is <u>really</u> funny. I think you can see the professional in her already."
— Drama teacher Mary Elliff

Snorting with laughter, Goldman described the scene before the show. Her mother kept mumbling, "She is going to bomb, she is going to bomb." Julie threw her hands in the air in exasperation and said, "Ma! If I don't do it now I'll never do it."

Senior G-houser Dave Sherman (second from left) muses: "Just because we're not afraid to walk down the halls singing or skipping, people are afraid of us." Photo by Maryam Keramaty

Life Skills a Must

When Karen Casendino committed suicide in the spring of my sophomore year, lab work in Al Fruscione's Biology class was put aside for the block and we spent the hour discussing what might have led someone to kill him or herself, whether we had ever considered suicide, and if death was truly a viable option. It was the only class on that tense and saddening Friday where I had an opportunity to listen to classmates and to unload some of my fears and feelings of confusion.

This is why leaving bio was at times very difficult: I always felt a sense of well-being when I stepped outside of the classroom after these discussions. Mr. Fruscione's classroom was a rare place where we students could freely discuss our concerns surrounding drug and alcohol use, sexuality, and suicide with a teacher who would not chide or downplay our responses, but who served as an impartial yet sensitive moderator.

I do not wish to turn this editorial into a sob-story piece nor do I have any desire to whine about "time and effort wasted" as a student representative to the LHS Life Skills Committee. It is just that I'm concerned and a little frightened by the thought that students, myself included, are going through LHS without knowing what's going on inside their own bodies or knowing how to communicate their feelings — especially feelings of depression.

My two-and-a-half years on the Committee gave me a chance to experience committee work, acquaint myself with several teachers and students at the high school whom I would have otherwise never met, and become involved in a project which I believed in.

It wasn't hard for me to support the proposed Life Skills curriculum which would mandate ninth graders to take a health ed., sex ed., "education for life" course for one quarter at four times a week. I realized how ignorant I was where many health and sex ed. issues were concerned. I admitted to myself that I didn't know where I should go when a friend told me that she was considering suicide.

However, what bothers me is that, even now, as a senior, I still do not know how suceptible I might be to AIDS, how I can prepare myself for safe sex, and if I should violate a close friend's trust by warning her parents that their daughter is suicidal.

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Letters to the Editor

Library Aides Harass Student

The following is an open letter to LHS Principal David Wilson.

Dear Sir:

I would like to bring to your attention some events that occured while I was in the school library during H-block last Friday, March 11, the last day of "Pride Week" at Lexington High School. A school Library Clerk approached me assuming that I was a freshman or a sophomore and asked to see my pass to the library. She expressed surprise and disbelief when I told her that I was a senior. She then said that I must leave the school library since I had no books with me. I took a book off of the shelf behind me and began reading it. At this, she left me saying that I would not find the book interesting.

> I do not believe that I was misbehaving in the school library. I was not eating, drinking, sleeping, talking, or even moving when the Library Clerk first confronted me.

After reaching the thirtieth page of Four Futures, I put down the book to stretch. Almost immediately the Library Clerk came to my table briefly and said to me that this time I really had to leave the school library. She returned a minute later, wrenched the book out of my hands and said that she would put the book away when I left. When I still would not leave, she quickly fetched a Librarian, who told me to take my things and leave. I tried to tell him that I was reading a book but he refused to listen to me. He said that if someone tells me to do something I must obey with no questions asked. He walked away from me refusing to acknowledge me further.

Realizing that I was hitting my head against a brick wall, I borrowed the book and left the school library. At one point in our conversation, I asked the Library Clerk why she was picking on me. She told me that there was a rule that said that one must have work to do to stay in the library. This rule brings up a curious issue — what is the purpose of the school library? It is the quietest place in the school available to students during the day. Should a student who is behaving be persecuted by library staff because he or she does not appear to be doing schoolwork? Many times I have seen students open books in front of themselves pretending to work but instead conversing. Ironically, these students are almost always allowed to stay. Why are these students who are acting believed while a student who is reading is accused of having no work to do? It seems that the emphasis is on appearance rather than on learning.

I do not believe that I was misbehaving in the school library. I was not eating, drinking, sleeping, talking or even moving when the Library Clerk first confronted me. I was sitting silently at my table, thinking. I do not believe that anyone needs a pencil and paper to think.

I believe that the library should have a quiet environment and an atmosphere conducive to the improvement of a person's mental state. Encouragement to use one's mind is important in any educational setting. Only when a person is in a library will he or she have the chance to borrow a book. Students should be encouraged to come to the school library and experience its atmosphere. I was very upset when the Library Clerk so violently pulled the book away from me. It does not seem right to take a book away from a student in a place whose purpose is to provide a student with the opportunity to read.

I am very unhappy with this incident. I find it hard to have pride in a school that treats its students in a dehumanizing manner.

Please look into this situation.

Letitia J. Hom

Faculty Protests Magazine Drive

To the Editor:

As of the time of writing, more than ninety faculty members have seen the following letter that I drafted. Of these, eighty-nine signed it, most of them expressing very strong endorsement. Three teachers supported only the first sentence; two declined to sign it. I circulated the petition among the faculty to ascertain how much concern there is about the use of class time for fundraising and about the nature of fundraising activities. Is the enforcement of school policy on fundraising equitable for all groups? In writing this letter I am hoping that students will consider these questions, since use of class time and fundraising directly concern them as well as faculty and administrators.

Patricia Maier

A mandatory student assembly to promote magazine sales is not an appropriate use of class time. It does not enhance student self-esteem. It serves no educational purpose. Door-to-door magazine sales do not contribute to student morale. Such sales do not increase community respect for Lexington High School. The program is not consonant with the Lexington High School Statement of Philosophy. It should not be held.

BAGLY Members Deserve Respect

To the Editor:

In mid-January, Mrs. Engelberg's Psychology classes were honored to have representatives from B.A.G.L.Y., Boston's Youth Gay and Lesbian Association, come in to talk to us about what it's like growing up homosexual. While our class eagerly exchanged meaningful dialogue with BAGLY's members, we learned that there are virtually no laws which protect homosexuals from being thrown out of their homes or jobs on account of their sexual preference. I was quietly comforted by the fact that here at LHS, where three of BAGLY's members currently attend school, people are open-minded enough to accept homosexuals as real people.

> One of BAGLY's LHS students can not walk down one hallway at this school without hearing people ridiculing her with cries of "dyke."

As I was thinking this, one of BAGLY's LHS students remarked that, besides losing many so-called, friends because of her new lesbian status, she cannot walk down one hallway at this school without hearing and seeing people ridiculing her with cries of "dyke" and other rude names. Once, she said, she was even punched in the face. Two other female LHS students and BAGLY members agreed that not a day goes by when they are not stopped in the halls of LHS with some demeaning comment about their personal interests. What this amounts to is going to school in a prison.

We are all used to titles; they make it easier for other students to pass us off as a particular type of person without taking the time to find out who we really are. Yet if any black member of this student body were ever called a "nigger," chaos would erupt. Why, then, is it considered socially acceptable for homosexuals to be scorned because of a sexual preference which has nothing to so with who they are as a person? The term "homosexual" refers to nothing more than a different sexual interest. It does not describe how smart a person is, how nice he is, or how he dresses or acts. By using that term, we are unnecesarily dividing ourselves from a group of people who are in most ways exactly the same as we are.

It is a shame that another member of BAGLY who does not attend LHS had to have something thrown at him as he walked through the LHS parking lot. It is more of a shame that the majority of the LHS student body tolerates and even advocates this kind of action. The members of BAGLY only wanted to bridge a dangerous gap of misconceptions between themselves and other students. They demonstrated an incredible amount of courage and dignity in taking time to talk to students. Everyone present during those classes knows how friendly and informative those conversations were. Homosexuals are not inherently evil, nor are they any threat to heterosexuals. It is time that they are rightfully treated as people.

Andrew Saks

Geiger's Salary "Astronomical"

To the Editor:

The astronomical new salary package which has been approved for newly appointed superintendent Phillip E. Geiger represents a clear double standard and is a blow to the morale of the teachers.

The agreement, which totals more than $100,000 when all "extras" have been included, was made only a few months after the bitter battle for a teacher salary increase was finally resolved. The long-term negotiations of the teachers were complicated because of the allegedly tight budget which was spread thin over many programs and projects. However, the School Committee found no difficulty in obtaining exorbitant amounts of money to offer Mr. Geiger.

After being a supporter of the teachers through their difficult strike and observing the lengths to which they had to extend in order to reach the level of salary of neighboring towns' teachers, I find it hard to believe that Geiger's salary could have beein raised so quickly and effortlessly. Where did these funds come from? Where are the problematic budget issues raised by the School Committee when the teachers were negotiating?

I hope that relations between the teachers and the new superintendent will not suffer because of the salary conflict, though some bitterness will undoubtedly surface. I hope that programs under the restricted budget will not suffer due to the size of Mr. Geiger's salary, but some projects will probably be quietly cut. And I hope that the School Committee gets its priorities in order soon

Caitlin Smith

Metco and Lexington Are a Team

Recently, I was at a basketball game (LHS vs. Watertown) at the Lexington High School gym. The LHS fans sat in their familiar spot, while nest to them sat the Watertown fans. Each group of fans yelled their support for their respective teams throughout the whole game. Once Lexington started to pull ahead, I heard the chant, "METCO, METCO, METCO," and when the LHS contingent cheered, "We beat you, we beat you," the Watertown fans responded, "No, Boston beat us, Boston beat us." I was not only appalled but outraged.

Of course, we do have a lot of METCO students on our basketball team, but we have had METCO players on our teams for at least the past ten years. As a matter of fact, they have been in our school system for more than just high school. It is not as if we recruit them for their basketball abilities as Cambridge Ringe and Latin recruits great track stars from within the city.

The METCO players, although they surely do have great ability, are brought up in a good basketball environment in Lexington. Head Coach Bob Farias has continued Lexington's great basketball tradition that Rollie Massimino started when he coached some fifteen years ago. Presently, Farias has created a very strong basketball program through his clinics and through his great coaching ability. This has not only helped Lexington's players but also the METCO players, who receive Farias's supervision.

It is ridiculous to call our team "all-METCO" or the "Boston Minutemen."

People have said in the past, "Oh, but you guys have METCO. No wonder your basketball team is good." This is bothersome, because, while METCO players are an aid to the team, the other players are extremely talented. Non-METCO students, too, have great ability and they also have furthered their talents through Farias's strong program. Besides, it is pure jealousy on the comment makers' part. They probably have some 0-20 team and are looking for an excuse for their team's inability to play.

If I have referred to the METCO kids as if they were some alienated group of basketball players, I want to set the record straight. I feel that they are, in our town or school, no different than any other student athletes. It is ridiculous to call our team "all-METCO" or the "Boston Minutemen." The METCO students and their teammates all play basketball well, and isn't that what we are really interested in in the first place?

By Jason Kissel

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PLEASE TAKE A NUMBER
NO CUTTING
Inspiral Video Music
NOW SERVING
?
ZZZ-
Don't get me started, kid. Don't get me started...
UNBELIEVABLE! I've been waiting here patiently for years and then that guy up and cuts me.
LHS STAFF
DRAMA
DEBATE
GO AWAY
SCHOOL COMMITTEE FINANCE DEP'T
There you are, Mr. Geiger. How about a dental plan, too? We've got plenty more...
Well, if you insist.
$

More Food For the Hungry

I don't expect the school meals to be seven-course emperor's buffets, but I don't think it's unreasonable to expect a one-course meal. What we're getting most of the time is really just a plate of appetizers.

After a morning of stress and boredom, I don't want to eat a plate of appetizers. I want a meal. I plunk down my $1.50 and what I get back is and exact, counted-out portion:

--one roll
--one milk
--one fruit dessert cup
--one packet of sweet & sour sauce
--six chicken nuggets
--seven potato puffs.

When I was just a child, I spent my first seven educational years at Fiske Elementary School. I was a happy child, and after a big morning of pretend and Tonka trucks, I looked forward to my meal of

--one roll
--one milk
--one fuit dessert cup
--one packet of sweet & sour sauce
--six chicken nuggets
--seven potato puffs.

Back then it fed me and kept me content until dinner, but feeding a growing teenager of seventeen the same meal as a little by of ten is not only realistic, it's downright foolish.

The Lexington lunch program leaves no room to expand. The quanity of food which I get keeps me content for a maximum of two blocks, and by the time I get out of school, it's off to Mario's to satisfy my raging hunger. The school has a responsibility to provide a fulfilling basic meal. It does the job at the elementary school level, but the meals don't seem to grow as the kids grow. There is a gap between one's appetite and the food that's available.

I actually like some of the meals here at the High School. The tacos are great. The big reason they are such a hit with me is because they fill me right up. Most other meals, like Italian shells, leave me waiting for more. They need supplements to finish them off, like a pack of King Dons or maybe a doughnut. They didn't give us the option of buying desserts when we were at Fiske, and that was very smart. We didn't need desserts because the meals filled our little bodies to the brim.

The diversity of school lunches we have these days is almost overwhelming. When I was a child, we had the basic choice of spaghetti, pizza, hot dogs, and some form of meat that even today remains unidentifiable. Now we get a choice, not only from what we had in the old days, but I've sampled Mexican pizza, turkey, fried chicken, pastrami, and various forms of nuclear food. I'd like to encourage this growth of variety, but at the same time I would like to point out the need for growth of portions.

The meals don't grow as the kids grow. There is a gap between one's appetite and the food that's available.

When the price of school lunch went up, I expected that there would be more food, but there wasn't. Okay, I accept that the rate of inflation affects even the price of school lunches, but, even so, there still needs to be more food.

Maybe the price of High School hot lunch should go up again --and this time, bring with it more food.

By Jordan Goldman

Life Skills, Cont.

Continued from page 4

I realize that, due to extreme budget problems, the School Committee is in no easy position to set aside $75,000 for a new LHS course. But even a state grant which might fund bringing in speakers is not enough. Outside speakers are even potentially harmful, because a speaker introduces a topic, hashes it out in front of 1,200+ students who are more often than not just relieved to be out of a class, and leaves the questions hanging. Nothing is resolved, very little is answered. I appreciated the assembly last year on AIDS, but the presentation was stiff and so full of medical jargon that I left no more knowledgable about the virus and even a little more confused as to how dangerous AIDS was.

Unquestionably, there is a problem with money. Other courses should not be cut in order to implement the proposed Life Skills program. But it is the School Committee's job to set priorities. As Head of Guidance Robert DeIulio has pointed out, the School Committee overrode overwhelming opposition last spring when it established it's high-priority program, All-Morning Kindergarten.

The School Committee must set such priorities now. The Committee members expressed the concern that students are going through high school with little or no sexual and health knowledge and they supported the concept of the Life Skills program.

For those who know me as a student and as a friend and acquaintance, what I advise may seem out of character, but is truly heartfelt: School Committee members, put your money where your mouth is. Too many students like me have had to handle a suicidal friend on the other end of a telephone line and haven't had Mr. Fruscione's class in which they can shed their concerns.

By Shana N. Alexander

This issue of the *Musket* was produced on a Macintosh Plus with *Quark Xpress* software. The editors would like to thank LHS Principal David Wilson, Word Processing Center Aide Eileen Schneider, Community Education Director DeForest Matthews, and Computer Science Department Head Edward Good for their assistance.

LHS Voters Debate Presidential Politics

By Maryam Keramaty

The recent results of presidential primary polls have started to give promising shape to the 1988 presidential race. During the course of this lengthy selection process, the political spotlight shines not only on the candidates but on those who must elect them.

It is no wonder then, that anyone who tunes into the political circuit here at Lexington High School will get quite an earful of varying opinions and political attitudes.

While high school students statistically appear politically disinterested, both sides of the coin are visible at LHS.

A random survey of the seniors eligible to vote in the '88 election offers a mixed bag of levels of political awareness among students. One particular senior who is registered, says of the November election, "I haven't even thought about it."

This attitude tends to illustrate a typical statistic from the 1984 Presidential election that under 40% of eighteen- to twenty-four-year olds bothered to vote. This should be compared with the 60% out of the total population who voted that same year. While high school students statistically appear politically disinterested, both sides of the coin are visible at L.H.S.

Asked to name their choice candidate, a majority of students feel swamped by indecision. Others quickly vow to give Massachusetts Governor Michael Dukakis their vote. Senior Tara Ippolito has been impressed by what she has heard from Democratic candidate Richard Gephardt and cites issues of nuclear weapons and world peace as important concerns of hers.

Candidate Gephardt was also mentioned by senior Peter Soparker who favors Gephart's views on international trade. Soparkar stressed the importance of how candidates come across to the audience and how they speak under pressure. He gave Michael Dukakis credit for representing himself most favorably in debates.

Senior Leah Zelinsky agreed that political presentation is a major factor for the candidates. While Zelinsky noted that the candidates, "have to appeal first" to her, the race is not yet far enough along for her to make a decision.

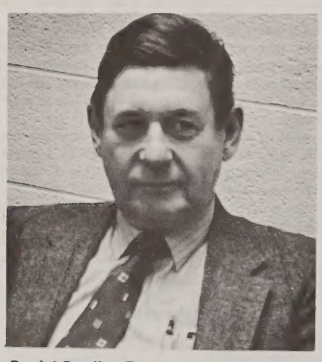
Michael Chevrette, senior, was another student who didn't have his vote set in stone yet. He wanted to hear the truth out of politicians who "make too many promises and don't do anything." When November comes, Chevrette said that he doesn't think that he will bother to vote if he dislikes the candidates.

Senior Cara Manfredi has economic issues and the budget deficit on her mind but finds the race unimpressive and doesn't see a clear-cut winner.

The indecision and lack of interest frequently expressed by students can be attributed to several factors. Senior Noah Shriber, for example, said he has been keeping up with the election but honestly doesn't have time to follow the issues.

Another explanation was from Political Thought teacher, Mr. Joseph Kelley who said, "Students are always apolitical." He explained that the younger voters of the late 1960's and early 1970's were drawn to the voting booths by issues that would personally affect them, including the draft, the Vietnam war and racism. Kelley observed that the 1988 campaign themes simply lack a focus on any issues of vital interest to the younger generation.

Massachusetts Governor and Presidential candidate Michael Dukakis displays his pride in LHS by wearing a pin. However, LHS voters still aren't sure he's the one.



Social Studies Department Head Robert Davenport has to cut Level 3 courses from his department because of declining enrollment. Photo by Pieter Cohen

Level 3 Courses Gone Next Year

By Ariel Lustig

Level 3 science and social studies courses have been eliminated for the upcoming school year. Science Department Head Paul Brown said that the cuts were necessary due to an insufficient number of teachers available next year to teach the courses. Social Studies Department Head Robert Davenport attributed the cuts to a decreasing student interest in taking level three social studies courses.

Brown noted that high school enrollment for future years is steadily decreasing. He explained that the administration's budget allows only a certain number of teachers on the payroll per number of students. When student enrollment decreases, fewer teachers are needed, and, therefore, fewer courses can be offered.

Davenport said that Level 3 social studies classes have been cut because, in recent years, "very few" students enrolled in classes at that level. Due to the low enrollment in social studies classes, at that level the same group are in the same classes each year and do not have a chance to be with new people. Davenport noted that it is "not good to keep [the students] isolated."

In the 1987-88 school year, according to Brown, 45 students are enrolled in Level 3 chemistry and 43 in Level 3 physics. Any of the 88 students who are not graduating this year have the option of either not taking a science course of trying to take a Level 2 course.

Brown said that there is a "big difference" between the difficulty of Level 2 and Level 3 courses in science. "Nobody is happy" with the elimination of the Level 3 science courses, said Brown.

According to Davenport, before former Superintendent of Lexington Public Schools Geoffrey Pierson's arrival in the Lexington system, Level 3 classes in social studies did not exist. He added that the elimination of Level 3 classes should demonstrate an "improvement in the work" of former Level 3 students. He feels that it was "not necessary" to have the many different levels of social studies offered in the past.

"A School Without Boys? No Way!"

By Justine Caton

When my parents first suggested to me that I attend a women's college, my reaction was typical of many teenage girls: "A school without boys? No way!" However, as I continued my search for a college and investigated various options, I discovered many advantages of and reasons for going to a single-sex school.

Although the number of all-male colleges has declined greatly since coeducation became the norm in the 1960's, women's colleges have continued to thrive and attract students in search of a solid education in a supportive environment.

One such student is Caitlin Smith, an LHS senior who will attend Smith College in the fall. Smith said she feels that it will be "easier to concentrate and focus" at a women's college because the students will be "a more homogeneous group." She also believes that there will be less competition at Smith than at coed colleges and that attending it will be an interesting and unique opportunity to live and study with other women.

The Insider's Guide to the Colleges 1987-1988 attributes the continuing popularity of women's colleges to the fact that "the role of women in society is in a state of flux". According to the *Guide*, the main purpose of a good women's college is "to help women define their own identity in our changing society".

Women's colleges have continued to thrive and attract students in search of a solid education in a supportive environment.

Of course, there are also drawbacks, both academic and social, to attending a single-sex school. As the *Guide* explains, "an all-too-frequent companion of the search for the new identity of women in our society is the attempt to define that identity strictly in terms of professional success". As a result, there is often "intense pressure" to start and succeed in a career soon after graduation.

Many of the social drawbacks of a women's college are obviously derived from the absence of men. At a single-sex school, it is often hard to develop non-romantic relationships with members of the opposite sex because informal socializing is replaced by formal encounters at frat parties or mixers. Students at women's colleges usually have to actively seek out their social lives. However, as LHS senior and applicant to two women's colleges Phoebe Harris said, "Even at coed schools, you can't just let your social life come to you. You have to show some initiative and find it yourself".

In general, the distinguishing characteristic of most women's colleges is supportiveness and "sisterly camaraderie", according to the *Guide*. There is a sense of "shared struggle" among students which results from the realization that they will all have to get by in a male-dominated world. But during their college years, the chance to get a good education and "to reflect on womanhood" by attending a women's college is excellent preparation and a unique opportunity.

"Fiddler"

Continued from page 3

upheaval from the loss of two teachers and the problems of transition to new ones. Along with the death of DiDomenico, students also felt the loss of Sandi Peaslee, last year's chorus and music director for the show, who is currently on a one year sabbatical at Berklee College in Boston. The temporary music department head Georgiana Berry fell seriously ill and will not return for the rest of the year.

Norwood is on a child rearing leave and comes after school epecially in order to direct the show. "I decided to direct because I wanted the show to go on... I felt it was important to make sure that it happened this year more than ever. The transitions of teachers have been difficult for the kids and we need to keep up the traditions."

Leonard has now undertaken temporary department head duties along with assuming the music direction of both the "Fiddler" chorus and pit orchestra. He also works at LHS as director of Jazz Ensemble, Wind Ensemble, Band, and all Jazz classes. "I was afraid that the cast would feel a lack of purpose since Val is only here in the afternoon and because I'm always so busy," commented Leonard during a rehearsal, "but it's a credit to the cast for being ahead of schedule and building such a strong foundation. All we have left to do is to polish and sparkle this production."

"Knowing that I can work with the cast which has had so many losses this year and still wants to work hard keeps me going," Leonard added. "Their spirit lets me know that no matter what, we'll be OK."

Future Superintendent Geiger: "I want to move quickly on things"

By Chip Giller

Philip E. Geiger has been chosen as the next Superintendent of the Lexington Public School System. Geiger has previously spent 17 years in the New Jersey Public School, including seven years, from 1977 to 1984, as Superintendent of the Galloway Township Public School in Smithville, New Jersey. Geiger then spent time in private industry, also doing some management consulting.

On February 11, Geiger was chosen unanimously by the School Committee to be the town's next Superintendent of the Schools. He was chosen out a field of three finalists. He will officially commence his job on July 1.

As Superintendent, what will be your long- and short-term goal?

I guess the long and short term always are to provide the best education possible to every kid in the district at the lowest possible price. Managerially, that's the real goal you'd like to accomplish. I think as a High School you want to have an

"In most towns, the public school system is the biggest business in the town."

exciting school environment, but one that procides a basic quality core of educational programs with options that students can choose from that will tap their special interests and skills.

Which would you rank first, in terms of granting benefits to: The individual or the final product for society?

I rank the individual programs for kids [first]. I think that it's hard in a big school environment, an istitutional environment, to make everthing personalized. On the other hand, if you don't strive for that you never achieve it. I would like to make, as much as possible, every program meet the student's unique desires and needs.

The High School has a strong honors program, but this year several basic courses are being cut. Would you pay more attention to the lower level courses and the needs of the struggling student?

As I've watched kids in the almost twenty years I've been in schools, I've seen some kids who really don't do well in some subjects but who are absolute whizzes at others. You've really got to try, as much as possible, to be able to provide that student with remediation in the area which he is weak, but honors and advance placement courses where he'll excel. Often times at high schools it doesn't happen because people figure if you're good at math and science you should be good at reading. That's not always the case...I really think you've got to try to meet all those needs of every student. At the same time, you can't do it at any cost. You've got to be sure that you're doing it as efficiently as possible.

You mentioned you'd been in education for twenty years. Why did you then leave it for private industry?

I left for a couple of reasons. One is that I often heard the public say, "What do educators know about business and running a business?" In most towns the public school system is the biggest business in the town. In Lexington this year, the education business will be a twenty-four dollar industry...I looked at getting some specialized training in business...I was doing consulting for a number of companies while I was Superintendent [Galloway Township Public Schools]...I was interested in getting some formal training...I got an MBA degree at the Wharton School at the same time.

Why have you returned to education?

...I can continue doing the real estate, the management consulting, and also the negotiating, I do a lot of labor negotiating in New Jersey, but I find that...my professional reading, my personal reading, as well as other activities I'm involved, still continue to be educationally oriented...When I saw the Lexington jobe advertised, I felt like it was a unique situation, and I had an interest in it. I did not have an interest in every superintendency that was out and around. There were about a half dozen that were of interest to me that I thought were the better school systems of the United States...I pursued Lexington because of that.

"I think right now, as Superintendent of the schools, you've got to be well informed educationally, but also you've got to be a business leader."

Are you looking at the Lexington superintendency as a long-term job?

I have two kids who'll next year be in the middle school. One will be in the seventh grade, and one in the sixth. I'd like to seen them finish high school in Lexington, Massachusetts.

Do you think your experience in private industry will help strengthen the Lexington School System?

Absolutely. I think right now, as Superintendent of the Schools, you've got to be well informed educationally, but also you've got to be a business leader. This is a big business. You've got hundreds of employees, you've got thousands of clients, being the students who are expecting a quality service to be delivered every day, and you've got a lot of money that you're spending. Twenty-four million dollars in Lexington is a lot of money.

With funds being cut, positions being cut, the recent strike and the principal situation, teacher morale is thought be some to be low. Do you think you can improve this situation?

The classic definition of morale is: The group effect of achievemnet of goals and objectives, in the sense that the group feels that they're accomplishing things, they're successful, they've got pride in what they're doing. Morale doesn't change because I say to someone, "I like you," or, "I think you're doing a good job," unless you absolutely mean it and people know you mean it. My feeling is that as we work together -- the staff and I, the School Committee, the community, and the kids -- ...to try to make Lexington the absolute best school district in the country; as our goals are accomplished, [and] we see our successes and...continue to take pride in what we do, that morale is improved in terms of the long term, not just a feel good for today and tomorrow...The morale of the staff changes because they're successful and people know they're successful...The pride of the district is not only internally recognized but externally. Not only in Massachusetts, but in other places people would talk about the Lexington Public Schools...

Including allowances, your salary [approximately $100,000] is about $41,000 more than that off your predecessor Dr. Pierson. Do you expect this will make your position difficult when dealing with necessary course/teacher cuts resulting from a strained budget?

No, I don't think so. That's the going rate for systems in the Northeast right now. Almost all the school districts that I was looking at had salaries either higher than or about the same as Lexington's. This is not an inordinate salary. What happens often is when people are inside a district they get promoted, and [these] people don't necessarily get paid as well...In virtually every school system that I've looked at, the salaries ranged between ninety and a hundred-five thousand dollars, not counting...the allowances you talked about.

I assume you're pleased with what you got?

I thing it's a fair salary. I get the idea that some folks think it's phenomenal compared to the rest of the world. It's a fair salary. It's what's being paid virtually all around...In New Jersey...you have superintendents of the schools making, in salaries only, not [counting] any added benefits, over a hundred

"This is not an inordinate salary....When you buy somebody with credentials the employer pays for the background and experience...."

thousand dollars, in districts about the size of Lexington...I have, probably, more thatn a quarter of a million of dollars of education behind me...When you buy somebody with credentials, the employer pays for the background and experience...It's what does that job pay on the average in the industry. Lexington, Massachusettes is not some average, poor school district. It's a community that believes ecucation is an absolute top priority...So people have to give me the salary that's competitive with communities like Lexington.

When do you hope to start the search for the High School Principal?

I expect [from March 25-30] to meet with students, staff and community members and basically find out what people think their principal should have in terms of the qualities and skills...

Are there any qualities you'll specifically look for?

Yes, there are. First of all I look for somebody who's well trained. Oftentimes in hiring you can get hung up on personality...It's important that a person have a nice personality, but they've got to have management skills because they're managing a high school that is a multi-million dollar operation...The second thing I would look for is someone who's willing to be an advocate for every student's achievement. If a kid says, "Listen, the program I'm getting doesn't meet my needs, and I could do better in this area but I need some assistance in some way," I want somebody who would go out and creatively look for those things. then the person [must be able] to make the tough decisions to appait the right teachers to the right classes, and supervise people in such a way that the instruction is the very best possible. Our intention is to provide the students with the very best programs, and the most effective instruction. We service kids and we aren't just attending to the servicing of the staff. We're there for the students, and that's our prime goal.

I want someone who is going to be frugal about finances. I don't mean cheap...Someone who looks at ways we can best spend the funds without necessarily cutting the programs...I'd like to find somebody with experience as a principal, not necessarily a high school principal. I'd like them to have had the experience of managing students and staff...

I think visibility is really important...I expect that in Lexington within the first year kids will know who I am. I'm

"I'm very visible in the school system....I think visibility is really important."

very visible in the school system, not that I need to be known, but I want students to know I am interested in what happens to them on a regular basis. The same thing with teachers. I want to make sure that they know that I'm interested in what they're doing, and how it affects the students. I spend a lot of my time during the day visible interacting with people in the school system. I want the principal to be the same way.

Are you going to organize an advisory committee for the Principal search, similar to the Superintendent advisory committee?

...The process I'd like to go through includes the [School] Committee, the staff and the administrators, the community, the private businesses in Lexington, the PTA's at the High School and the elementary level, parents at both levels because the kids at the elementary level will soon be in the High School...[The process would start during May].

Are you familiar with the Student/Faculty Senate at the High School?

No, I really am not...I think students need to govern, and the only way you learn how to govern yourself is by doing that [having a body such as the Senate]. On the other hand, adults cannot abdicate the responsibility...I'd have to know more about it [to further comment]...If you don't give people the latitude to make that [governing the High School] work for real, then they think it's a waste of time...If [the adults] don't abdicate their responsibility, then I'm perfectly happy.

What are your feelings about the recent Hazelwood decision of the Supreme Court?

I teach a course in school law for graduates so I've read the case and the decisions..... I think the Hazelwood decision is not going to impede student newspapers at all....It doesn't say that kids can't write articles that have an adverse effect on or are in some way contrary to the school policy, but there has got to be responsible journalism. They've got to have som purpose other than destroying someone else or someone in the community.

Have you read the transcripts for the Dr. Waring dismissal case?

No.

Then you don't have any opinion of the case?

No.

Do you have anything to add that I haven't brought up?

I'm really very eager to start talking to students because I want to find out what their idea of a quality high school is, and what they want to get out of their school. I think that students have a lot of really valuable insight that I've always been able to gain once they've gotten to know [I'm] approachable....I've got definite opinions about things, but they can be changed. I'm tough in some ways...I want to move quickly on things, I want to be decisive, but I want to hear from kids and what they think needs to be done. I want to hear that in a logical, well thought our argument for things, suggestions that are really well-considered, because I think we've got a lot to learn from students, but I always believe that the adults are still in charge.

I'm looking forward to coming [to Lexington].....I'll be there

"I want to be decisive, but I want to hear from kids and what they think needs to be done....I think we've got a lot to learn from students, but I always believe that the adults are still in charge"

several times between now and then....[Once in Lexington full-time,] I expect to be at most of your sporting events...I think the school spirit and the pride from some of the sporting activities, as well as some academic competitions, make everyone feel good about their school. People want to know their school is the best around. My attitude is: If at all possible, we're going to have the best school system that anybody would ever conceive of because everyone has really worked hard together to make it work. It's not going to be a one-man operation by any stretch of the imagination.

Life Skills Put on Hold

Continued from page 2

Fruscione (also a Life Skills Committee member) noted that the money would probably go toward bringing outside speakers to LHS and were skeptical of the usefulness of such speakers. DeIulio called the idea of substituting the Life Skills Program with outside speakers "ludicrous."

"To think that [the Life Skills course] can be done this way, hit-or-miss, is like asking someone to teach English on a volunteer basis...." DeIulio said.

Fruscione commented that it was not enough to bring in speakers, but that "We need to have a teaching format that gets kids involved....The [Life Skills] Committee worked out a classroom format of teacher-student interaction, small-group involvement that is not achieved in these 'dog-and-pony shows.'"

"By just bringing in experts to lecture to kids in a classroom achieves one thing: your get a certain amount of information out into the air and it may be soaked in by some people - but not others - and it's heard...." said Fruscione. "What we need is an educational format that gets kids involved in the information and helps to achieve some behavioral change, some attitudinal change about these pieces of information."

> "I'm frustrated, but the School Committee is in a dilemma, too, and they have to stick to the budget.
>
> —Junior Clare O'Leary

While DeIulio was "delighted" by the community support at the March 8 School Committee meeting and recognized the "School Committee's earnest attempt not to screw up the budget," DeIulio said that he felt "'like the bridesmaid but never the bride.' Every time we get close, but not close enough....Last time they [the School Committee] didn't mandate it [the health education course], this time they didn't support it financially."

DeIulio alluded to the School Committee's installment last spring of the all-morning kindergarten despite protestations from many parents. DeIulio noted that if the School Committee recognized the Program's importance, they would set prioreties for the system: "If the School Committee's job is to set policy, then this is a policy judgement," he said.

Junior Clare O'Leary, one of the student representatives to the Life Skills Committee, sympathized with the School Committee and noted that "the School Committee isn't exactly in a position to offer $75,000."

"I'm frustrated," O'Leary said, "but the School Committee is in a dilemma, too, and they have to stick to the budget."

Liz Welch, a senior, hadn't heard of the proposed Life Skills Program, but said that there is a need for some sort of good health education in the Lexington schools. Welch added that her mother took her to Follen Church in eighth grade for a health ed.-oriented course when Welch realized that she was not learning enough in school.

"The health course [at the junior high school] basically did nothing for me, and I know that a lot of parents are really shy to tell their kids about what's going on," Welch said. "But how can you grow up not knowing what's going on inside your own bod?"

Until March 22, when Acting Superintendent Isa Zimmerman is schelduled to present funding alternatives for the Life Skills Program, the Committee is in limbo.

Fruscione said that he was disappointed by the situation, not only because of the feeling of set-back, but because he believed that the program is "the greatest promise this community's ever had....We're [the Life Skills Committee] enthousiastic about this, people put a lot of time into it, there was a psychological readiness that was felt. And then the budget problem blew up."

"We're not exactly back to Square One, because we have a lot of work that's already been done and I think there's support out there for it." said Fruscione."So, we're back to Square Two and the big question: 'What's the town going to do about it?'"

Ajeya Joshi poses with some of the LHS students who helped clean up LHS. Photo by Meryam Keramaty

Pride Week

Continued from page 1

ing boxer shorts, freshmen selling Pride pins, "Fiddler" cast member selling tickets, and students and teachers going in and out of the auditorium to listen to the Advanced Jazz Combo, led by Jazz and Band teacher Jeff Leonard. Voters on their way to cast their ballots in the gym for the town elections added to the congestion.

After school on Tuesday, March 8 was proclaimed "Project Cleanup," a campaign to clear school grounds of trash. Robinson said that he was "absolutely thrilled by the number of kids who helped clean up the campus. There were kids scrounging in the bushes, and kids who I though would never be caught dead picking up trash" pitched in.

The entire school went blue and gold on Wednesday, March 9, the official "Dress in Blue and Gold Day" of Spirit Week. The anti-litter program was in full swing with the distribution of new LHS trash barrels. The evening hours brought the varsity basketball game in Salem, while, back at LHS, parents and students attended the annual Curriculum night.

Thursday continued the distribution of trash barrels, and the annual Science Fair was held that evening.

The surf was up on Friday, March 11 when Beach Day came to LHS and Hawaiian shirts became the unstated dress code for the day. "Fiddler on the Roof" had its first performance on Friday evening, and Saturday night saw a second showing of "Fiddler" and a debate tournament.

"Encouraging" and "outstanding" were words Robinson used to describe the week. "I don't know where we'll go fom here," Robinson said, "but at least people can see that their classmates are willing to get involved in the school and care about having some pride in LHS."

Matmen Pin Down Best Record Ever

Continued from page 10

adding six points to the Minutemen's tally. Heavyweight John Niland enjoyed a day off as Rindge forfeited yet another match and Lexington sealed the victory.

Later in the season, the Minutemen wrapped up with a 44-27 win against Boston Latin on February 11th.The night started with Kulin staying off his back for three periods. however losing by a technical pin. Tan took control of his match and beat his opponent by a technical pin, tying the score 6-6.

Radvany put away his opponent in the first period with a quick pin and veteran Hill went the distance only to lose by two points in the third period. McCormick and Peter Abraham (135) were both pinned in the second period of their matches as the Wolfpack took a commanding 21-6 lead.

Lexington began its comeback when Latin handed Wolfe six team points with a forfeit. Shao lasted all three rounds with his opponent and ended up with a tie (two points) while Yoken earned six points , leaving Lexington trailing 23-20. Sacco could not manage a win at 160, but Lexington went on to sweep the next three matches with two forfeits and a fantastic individual effort by Stepanian, who grabbed six points. That final spurt gave the Minutemen the victory.

This season the Minutemen's final record had surpassed all the records of the previous years. The team finished at 9-9, which is an incredible feat considering the new arrival of this year's head coach, George Nichols. Nichols and his assistant, Tony Porter, did an outstanding job preparing for this season and it should be very interesting to watch the team improve under the coaching of these two men. In years to come, Lexington has the potential of being a major contender in the Middlesex League.

Track Tripped Up

Continued from page 10

1-3 finish, as Paul Warner finished third in 35.8. But the officials disqualified McCabe, saying he had broken Hemmerdinger's stride when he had cut in. In the heartbreaker of the evening, Woburn was awarded the first place points.

Lexington's Jon Singh and Rob Wand ran to second and thirdplace respectively in the mile. Singh ran a personal best of 4:57.6 while Wand finished in 4:59.4.

Woburn's shot-put team is among the best in the league, but Glen Kiladis, throwing Lexington's farthest throw of the season, placed second with a 41'2" heave.

The high jump was expected to be an exciting duel between Woburn's Reynolds and Lexington's Doug Wilson. However, Wilson was suffering from a heel injury and could not compete. The Tanners grabbed first, second, and two-thirds of third place (ties are not that uncommon in the high jump). Therefore, despite a victory by Dwight Holmes in the two mile and a third place finish by the distance team's emerging star, Yeh-Jiun Tung, Woburn led going into the 4x400 meter relay.

Although the relay team turned in its usual powerful performance and blew away the competition, when the numbers were added up, Lexington had lost by 5 points. Coach Reed, as is his wont, summed up the meet,"You guys competed hard, but we had some bad breaks, and we needed everything to go perfectly to win."

Lexington finished the season 6-2-1, tied with Stoneham for third and fourth place in the league.

In post season competition, Crichlow, Simon, McCabe, Castleman, Wilson, Hurley and Kissell all competed in the State Class A Meet at Harvard. Superb first place performances were turned in by Crichlow (300 yards), Simon (1000 yards), and the 4x400 meter relay team, all of whom went on to the State meet where Crichlow won and both the relay team and Simon placed third.

Debaters Sweep Awards

Lexington High School debaters swept the National Forensic League district tournament last Saturday with the varsity teams of seniors Jenny Wilson and Larissa Murphy, Jeff Achter and Todd Sinai, juniors Shoshanna Liptzin and Kristina Egan, and Henry Goldblatt and sophomore Jason Yanowitz taking the top four places at the tournament.

Wilson, Murphy, Achter and Sinai will be traveling to Nashville, Tennessee in late June to compete in the NFL National tournament held there.

Eight LHS students have qualified for the National Catholic Forensic League (CFL) Grand National Tournament, to be held in New Orleans, Louisiana Memorial Day weekend. Seniors Feodor Ung, Jennifer Marx, Wilson, Murphy, Achter, and Sinai all qualified in team debate. Juniors Ken Ehrenberg and Jeff Graham qualified in the Lincoln Douglas Division.

LHS debaters recently won their tenth consecutive Massachusetts state championship. Junior Daryl Weisen and sophomore Jason Yanowitz won the state championship in the varsity division and Yanowitz was named first speaker.

In the intermediate division, the team of Aaron Diskin, Jon Flick, Sylvia Kuo and Diana Maxant took first place. Sophomore Maxant was named first speaker in this division and freshman Jonathan Goldblatt was second.

Lexington also won second place in the novice division. Freshmen Emily Harris, Ruthie Krieger and Debie Titus and sophomore Angus Potter were narrowly edged out for first place by the team from Manchester, Massachusetts.

Lexington novice debaters swept the recent Westchester Classic debate tournament held at Lakeland High School in New York. Sophomores Alex Campbell and Jim Grady took first place, defeating Edgemont High School of Scarsdale, New York. Sophomores Matt Iverson and Heather McKenzie reached the semifinal round, and freshmen Emily Harris and Ruthie Krieger reached the quarterfinal round. Campbell, Grady, Harris, Iverson and McKenzie received speaker awards.

Lexington varsity debaters Jeff Achter, Alisha Bloom, Feodor Ung, and Daryl Wiesen all reached the quarterfinal round. Ung was named first speaker in the tournament.

Musket Wins Suffolk University Honors

By Todd Sinai

The Lexington High School *Musket* won several awards in the Eighteenth Annual Greater Boston High School Newspaper Competition Awards Program on March 10, 1988. Over sixty high school newspapers from around Massachusetts entered the Suffolk University-sponsored contest.

The *Musket* won the "Excellence in Typography" award and was the first runner-up in the "Excellence in News Writing" award.

The *Musket* was awarded a $1,000 Suffolk University scholarship with the typography award. The money will be available to an LHS student who will attend Suffolk University.

Last year, the *Musket* swept all four categories, winning the same awards as this year in addition to being the first runner-up in the "Excellence in Editorial Writing" category and winning the Massachusetts Press Association Award For General Excellence.

This year, Dedham High School won the General Excellence award.

Maids Take State, League Track Titles

By Amy Marx

Despite the opening dual meet loss to Reading, the Lexington High School girls' indoor track team finished its season as Class A State Relay Champions, Class A State runner-ups, co-champions of the Middlesex League with a record of 7-1, and State Championship Meet runner-ups.

Earlier in the season, the Minutemaids faced a powerful Woburn team knowing that a victory would keep them on top of the Middlesex League. The determined team was able to defeat the Tanners with its many brilliant performances.

To start the meet, Amy Marx and Kristen Kramer placed first and third in the hurdles. Tricia Alfred won the 50-yard dash with a new fieldhouse record of 5.6. The Maids continued to win as Jay Hartshorn placed first in the 600, and Michelle Sheehy and Sarah Hutchinson grabbed first and third in the 300.

In the 1000, Laurie Budding provided a second place finish for the team. Kristen Burge added another point with a third place in the mile, and Elise Richer was the victor in the two mile. In the shot put, Kelly Patterson threw for a second place.

The thrill of the meet came when Sheehy, under intense pressure, jumped four inches higher than her personal best to snag the last three points needed. Coming down to the final relay, Lexington's squad of Leslie Singer, Hartshorn, Sheehy, and Alfred clinched the meet.

The next meet was the Red Auerbach Invitational in which the freshman and sophomores had a remarkable day bringing home four medals. Marx and Hartshorn placed first in the hurdles and 1000 respectively. Hutchinson finished sixth in the dash, and the relay team of Shana Yansen, Emily Dennison, Hartshorn, and Hutchinson flew to first place.

At the State Coaches Meet, Lexington runners competed as individuals and received a total of five medals. The top Maid finish was turned in by Alfred who sailed to first in the dash. Singer and Sheehy finished fifth and sixth in the 300, and Hartshorn captured fourth in the 1000. Richer missed sixth place in the mile by a mere one tenth of a second. As a finale to the successful day, Sheehy, Hartshorn, Singer, and Alfred set a new school record of 4:05.5 in the 4x400 relay.

The next victory at the State Relay Meet was especially sweet as the entire team worked together displaying not only its talent, but also its depth. The Maids defended their title and were crowned Class A Relay Champions for the second consecutive year.

With a record of 6-1, the Maids went into the last dual meet against a well-rounded Burlington team. A win would ensure LHS of a share in the Middlesex League title. Alfred lowered her own fieldhouse record in the dash to 5.5. This and similiar performances added up to the needed victory, as the Lexington team along with Stoneham became co-champions of the league.

Lexington runners performed well in both the Class A and the State Meet, but fell short of first place in both competitions. In the Class A meet, Richer took third with a personal best mile. Alfred was again the victor in the dash and Singer was first in the 300. The relay team of Sheehy, Hutshinson, Singer and Alfred had yet another win with a time of 4:08. Despite a total of 36 points, Lexington was second to Cambridge Rindge and Latin who had 37 points.

A similiar disappointment came in the State Meet where LHS missed the title by four points, losing to Seekonk. In the dash, Alfred cruised to first with a sparkling performance. Singer ran a suberb race finishing in fourth place overall in the 300. Richer topped off a fabulous season with a fifth place finish in the mile. The last event was the relay in which Sheehy, Hartshorn, Singer, and Alfred ran the best time in the state to win first place.

Coach Arthur Dulong commented that it was an "exciting season" in which "a young and competitive team" had accomplished more than he had imagined possible.

Lexington senior Elise Richer pounds the track in the relay event, helping her team to become the State Relay Champions.
Photo by Maryam Keramaty

Boys' Swim Team Drowns: Worst Record in Four Years

By Peter Anthes

The 1987-88 edition of the LHS boys' swim team finished with a record of 2-4, the worst in four years. The season started with the annual Middlesex League Relay Carnival. This year there was a new twist to the carnival; it was a social event in which no score was recorded. It was also the first high school competition for ten of the sixteen team members.

The regular season opener was at Melrose. The team took four first places, but LHS still fell short, losing by a score of 44-32. Co-captain Peter Anthes won the 100-yard backstroke and the 100- yard butterfly. Derek Murman won the 500-yard freestyle, and the Rich Beukema, Yura Zhovirovsky, Conan Hom, and Murman combined to win the 400-yard freestyle relay.

The team then traveled to Belmont where they dropped another meet to a tough Maurader squad, 97-71. While the team showed improvement over the Melrose meet, it lacked the depth to counteract the inexperience. Co-captain Ken Kokubo won the 50 and the 100-yard freestyle events. Anthes was again victorious in the backstroke and also in the 200-yard freestyle.. In the 100- yard breaststroke, Murman had to settle for second, finishing one one-hundredth of a second behind Belmont. The freestyle relay team of Kokubo, Zhovnirosky, Murman, and Anthes was out-touched by Belmont's anchorman to close the meet.

Lexington outnumbered and outswam Burlington from the beginning of the 94-57 blowout. In the 200-yard medley relay, Marc Calabuig, Seth Harris, Murman, and Chris Mackey left the competition in their wake. LHS swimmers Anthes, Davis, and Hom swept the 200-yard freestyle. Harris easily took the 200-yard individual medley, and Kokubo won the 50 free and the 500 free. Murman and Aaron Golub finished with blue ribbons in the 100- yard butterfly and the 100-yard freestyle respectively. In the 100- yard backstroke, Calabuig cruised by his competition for the win.

Against a non-league team, Westford Academy, the Minutemen lost another close meet, 92-78. Westford started off by winning the medley relay. Ethan Saulnier, the eventual State Champion, then beat Anthes by three tenths of a second in the 200 free to build upon Westford's lead. LHS' Harris, Murman, and Hom took second, third, and fourth in the I.M. to outscore Westford in the event. The Minutemen did everything they could to win, but Westford was just too strong.

The final dual meet of the season was against Winchester, the league champ. Lexington could only manage three first places. In the medley relay, the Minutemen were held to third place. The Sachem's T.J. Foley handed Anthes his first loss in the 200-yard freestyle in league competition since the 85-86 season. In the 50- yard freestyle, Kokubo upset Omar Ali, the State runner-up, for the victory. Anthes returned in the 500 freestyle to win, and Harris finished his season with a victory in the 100-yard breaststroke.

Anthes, Dan Fruciano, Harris, and Kokubo qualified for the North Sectional Championship Meet. Harris was unable to attend because he was in France as part of the LHS exchange program. Fruciano placed tenth in the diving competition, and Kokubo, having been sick all week, was tenth in the 50 free. Anthes took ninth in the 200-yard freestyle and fourth in the 500-yard freestyle. The team scored 22 points and finished fourteenth overall.

The State Championships were held at Springfield College. Anthes, who was first to swim in the preliminaries, qualified for the consolation finals in the 200-yard freestyle. Kokubo fell short of consolations in the 50-yard free, finishing nineteenth. Anthes then qualified for finals in the 500-yard free.

Fruciano placed twenty-sixth in the diving. In the finals, Anthes slipped to tenth in the 200 free, but moved up to fourth in the 500 free. Overall, the team finished with 14 points for twenty-fourth place.

Commenting on the season, coach John Henriques said, "We have improved a lot. We are an inexperienced team, but we kept getting better."

Trisha Chisolm dribbles past her Belmont opponent in a recent game. The LHS Girls' basketball team finished its 1988 season with a 7-11 record and fifth place in the Middlesex League.
Photo by Pieter Cohen

Hoopsters Win League Title

By Sarah Estow

The LHS boys' basketball team has done what no team has ever done before: win the Middlesex league title for the fifth year in a row.

Their 18-2 record earned them second seed in the EMass Division I North Sectionals where they defeated three strong opponents - Boston Latin, BC High and Central Catholic High School- only to fall to an inspired Lowell team in their quest for the state title.

The Minutemen had smooth sailing for more than two weeks during the second half of their season, posting victories over Burlington, Reading, Stoneham, Melrose, Belmont, and Woburn. It seemed that the Middlesex League title was theirs for the taking. Wakefield, however, had other ideas. Due to a poor bench showing (four points) and Wakefield's three point accuracy, the Minutemen scored their first defeat of the season, 77-78.

Coach Bob Farias's boys quickly got back on the right track with a mauling of the Winchester Sachems, 98-46. Watertown was unwilling to give up that easily and they posted a 57-62 overtime victory over the Minutemen.

The League title rested on the final game of the season versus Burlington. The Minutemen rose to the occasion and chalked up a 79-70 victory, the Middlesex League title and an 18-2 overall record.

In post-season play, the Minutemen faced fifteenth-seeded Boston Latin, who, on paper, appeared to be an easy contest. Coach Farias knew differently. "That was the worst conceivable match-up for us...they're a small, athletic, quick team just like we are," said Farias. "We're better off against a big, tall team to get them running."

Tony Davis goes up for a basket while Tom Brinklow fends off an opponent. Photo by Pieter Cohen

There were several reasons behind the Minutemen's loss: starting center Pat Marshall was out with a broken wrist and starting guard Shawn Matthews was suffering from a groin pull. The season wasn't over, though.

The first half had Lexington fans sweating nearly as much as the players. With :10 left in the second quarter, the Wolfpack pulled ahead by one basket, 33-31, and it seemed as if Lexington would be down at the half. In a spectacular "Hail, Mary" shot, Mike Walker heaved a sixty-footer. Someone must have been listening, because the ball went in and the crowd went wild.

In the third quarter, Lexington managed to pull itself together and ended the quarter at 55-47.

By 2:05 in the fourth, Lexington's lead was cut to one, 61-60. A drive by Troy Brown pulled Latin ahead, 62-61. With :44 left in the game and perhaps the season, Jim Morrison came to life and canned his trademark three-pointer to bring the score to 64-62. Boston Latin had two chance to tie, shooting twice from the lane, but the score stayed at 64-62 and the season was prolonged another game.

When asked if he liked having a close game like this one early in the playoffs, Coach Farias answered, "I'd like to win by 45 points, but I know the crowd doesn't."

A pure coach-pleaser was next in line for the Minutemen against B.C. High School with a few crowd-pleasing moments thrown in for good measure.

Lloyd Mumford put on a performance with five steals, a three-pointer, four rebounds, and twenty-five points. With 5:20 left in the first, he stole the ball and went for the dunk. Apparently, Mumford felt that he could do better, so at 7:03 in the second quarter, he stole the ball again and finished off with a soaring two-handed stuff.

Despite the showy play, the game was won with solid performances from Tom Brinklow (twelve points, one steal, six rebounds), Jim Morrison (fourteen points, four rebounds), and Tony Davis (eight points, one steal, seven rebounds). The final score was 77-50.

Next up for Coach Farias's boys was a match-up with Central Catholic High School. The first quarter was tight, but the Minutemen managed to pull ahead 13-11 with help from Shawn Matthews (who had twenty-four points, total).

The Amazing Mumford took charge and scored ten of his total twenty points during the second period. By the end of the half, the Minutemen were up by fifteen, 37-22.

The lead got down to seven in the fourth, but at 5:57, Mumford stole the ball and hit the lay-up, jumping to his feet with a backward somersault. Not content to leave the game with only six steals to his credit, Mumford performed one of his magic tricks at 2:30 and finished the play with a dunk. The final score was 72-64.

The next game for the Minutemen was against Lowell. at 5:10 in the first, Lowell pulled ahead and by the end of the first, the Minutemen were in a hole, 12-26.

The second quarter was equally dismal. The infamous Lexington pressure defense fell victim to questionable calls and tough inside play by Lowell. Marshall (two points, four rebounds, three steals, one broken wrist) and Matthews (team high twenty-six points) coudln't pull the Minutemen out of the rut. The quarter ended with Lexington down, 27-50.

At 7:30 in the third, Trevor Williams (fourteen points total) canned a three-pointer to bring the score to 30-52. Williams sank another three-pointer to bring the score to 36-54. By the end of the third, Lexington was resting a little easier with the score at 52-62.

At 4:30 in the fourth, the Minutemen began to come back. Lowell's lead had been cut to eight (62-70), and a Bricklow (thirteen points) shot along with two back-to-back jump shots by Mumford cut it down to two points.

With about a minute and a half to go in the game, Mumford got hammered by a Lowell player with no call from the ref and had to leave the game to have his chin bandaged.

Lexington then turned the ball over twice and the score was 68-74 by the time Mumford came back in. He canned a three-pointer and was called in for a charge on the next play. Lowell managed to convert one of the free throws, bringing the score to 71-75. It was the end of the game and the end of the season for Lexington.

"If you lose...the pressure's off," Coach Farias said early on in the playoffs. Now players, fans, and, yes, even coaches, can sit back, relax, and get ready for the next season.

Matmen Have Strong Season

By Jason Hartz

After getting off to a 7-9 start and surrendering two consecutive matches, the Lexington High School wrestling team put an end to its short losing streak by beating Cambridge Rindge & Latin, 45-30.

Dan Kulin (103 pounds) delivered a fine opening performance by pinning his opponent in the second period to earn Lexington six quick points. But the score changed rapidly when newcomer Seryvouth Tan (112) was pinned in the first period of his match to tie the score at 6-6.

Two-year veteran Mike Radvany (119) was pinned by Rindge captain Joe Russell, but Lexington's Mike Hill got the Minutemen back on track by outpointing his man 15-10 in the 125-pound weight class.

A valiant effort was shown by first year wrestler Myles McCormick at 130 pounds, but he was pinned in the second period. Lexington's Tony Lin was also pinned, this time in the first period of the 135-pound bout.

Steve Wolfe went the distance at 140 but lost 11-4 as Rindge took a 27-9 lead in the match. However, Lexington then picked up an easy twelve points when Rindge forfeited matches against co-captain Luyi Shao (145) and John Yoken (152).

Lexington's other co-captain, Bob Sacco, helped out the Minutemen with a clutch pin in the 160-pound match as Lexington tied the overall match. Another Rindge forfeit at 171 gave Lexington a 33-27 lead as no one was available to wrestle Bob Hutchinson.

Paul Stepanian then took the mat for his 189-pound match and beat his opponent by fifteen points, thereby

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Track Ranked Second

By Tony Castleman

Due to a disappointing tie with the Stoneham Spartans, the Lexington boys' track team's meet against the Woburn Tanners became quite significant. Victory meant a league standing of second place (respectable considering the powerful depth of the likely first place finisher: Reading) while defeat meant an unsatisfying tie for third and fourth place. Coach Bud Reed, telling the team that "everyone's best performance" was necessary, realized that mental and physical excellence from his athletes was the key ingredient for victory.

The opening events ran well for the Minutemen. Scott Hurley placed second in the 45-yard hurdles against Woburn's Scott Queen, the league's leading hurdler. In the 45-yard dash, Minutemen sprinters Eric Crichlow and Tony Castleman easily finished first and second. Crichlow finished in 5.1 seconds and Castleman in 5.4 seconds. (Crichlow's 5.1 had been the fieldhouse record until, in the final dual meet of the year, he broke it with an astounding 5.0, leaving yet another mark in the school record books. Crichlow also ran a 32.1-second 300-yard dash to eclipse yet another record.)

In a daring tactical move, the Woburn coach decided to withdraw his superb middle-distance runner, Mike Meaney, from his best event, the 600, and run him against Lexington's superb middle-distance runner, Matt Simon, in the 1000. This seemed a sound strategy, as Tanner Rob Reynolds got the job done just as well, if not as dramatically as Meaney, winning the 600 in 1:22.4

Lexington's Greg Roberts was edged out by the second Woburn runner but managed to place third. However, after watching Matt Simon run away from Meaney in the 1000 and cruise to a 2:23.6 victory, the Woburn coach may have regretted his move. In addition to Simon's outstanding performance, Jason Kissell ran to a third place in the 1000, with a personal best of 2:28.6.

The Minutemen led at that point but the meet was far from over. In the 300-yard run, Nathan McCabe battled Tanner Mike Hemmerdinger through the first lap and led at the cut-in line. After bravely holding onto his lead through the finish line, it appeared Lexington had gotten a

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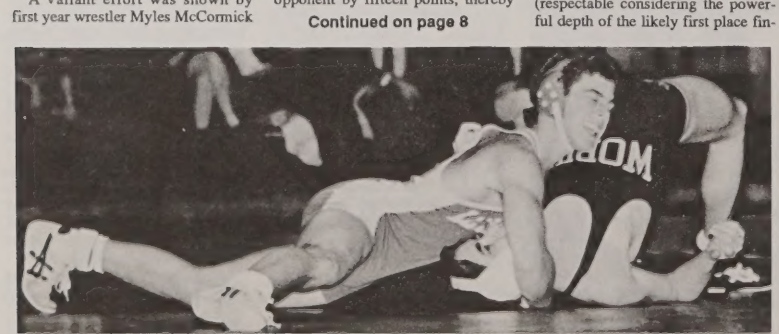

Matman Steve Wolf pins his opponent in a meet against Woburn. The wrestling team's final 9 wins and 9 losses surpassed all previous years' records. Photo by Pieter Cohen